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ABSTRACT

The transcript of a conference presentation describes, with audience activities, one college instructor's use of videotaped television broadcasts for English-as-a-Second-Language instruction in Taiwan. The method, intended primarily for developing listening skills, makes use of English-language satellite television now widely available. Students use taped broadcasts in class and are encouraged to watch the same network in their leisure time. When the teacher first used the method, she relied heavily on news broadcasts. Later, additional formats were introduced, including a documentary, a travel show, an interview, and a music video. Classroom techniques and activities for each format are described; group questions and handouts used in the presentation are appended. (MSE)

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USING STAR-TV IN THE CLASSROOM: A POTPOURRI OF IDEAS

A workshop presented at
The International Language in Education Conference 1993
"Language and Learning"
Hong Kong, December 15 - 17, 1993

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ED 366 221

INTRODUCTION

Hong Kong. A city upon whose streets one can hear Cantonese, English, and Mandarin within the space of a few seconds. Where English is the lingua franca of the multinationals in this cosmopolitan city. Where we can turn on the television and watch channels broadcasting in Cantonese, English, and Mandarin. The home of the STAR-TV Network.

While Hong Kong's terrestrial stations are viewed primarily in Hong Kong, STAR-TV can be found all over Asia--in India, where a Hindi Channel replaces the Chinese (Mandarin) Channel, and as far as the Middle East. One station it relays--the BBC World Service--can be received from other satellite TV networks over Europe and Africa and beyond that soon. Thus the activities I am presenting today are applicable not only in Hong Kong. While I will be using examples from STAR-TV, primarily examples from the BBC World Service (Katchen, 1993b), which we receive in Taiwan, program genres are much the same anywhere and the techniques could be applied for teaching any language.

I teach English majors at National Tsing Hua University in Taiwan. My experience in using video is tied to a course I developed and began to teach two years ago--Advanced Listening

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and Speaking with Video (Katchen, 1993a). It differs from any other listening and speaking course in that all the materials are on video, mostly authentic video, from programs that can be viewed on TV in Taiwan (Katchen, 1991, 1992a).

My reason for using authentic video with students is quite simple: it's there. Most of my students now have STAR-TV at home; they can even watch it on the dormitory TVs. The better students watch programs they like in order to improve their English; the poorer students are afraid of English programs without subtitles.

I tell students it's quite normal that they don't understand everything. I show them some techniques, some tricks they can use to help their understanding, especially if they have a VCR and thereby can watch the same program more than once. I expose them to and help them understand and enjoy some kinds of programs they may not have viewed before. My goal is simple: when they go home, when the course is over, I hope that occasionally they will freely choose to watch TV in English (or in any other language they are studying) and, while being entertained or getting some new information, they are also improving, reinforcing, or at the very least maintaining their language skills.

When I started the course, I depended heavily on news broadcasts. Those of you who attended my presentation last year (Katchen, 1992b) may remember my activities for news listening. I've also been trying other activities with other types of programming in my class, and today I plan to show you some of

these, beginning with a documentary, a travel show, an interview and, finally, a related music video. Now, are you ready to be students for the next hour and a half?

DOCUMENTARIES

After using news stories successfully in my class, I thought that using documentaries would be the next step, since many of them seem like long news stories. However, I discoverd with my first few tries that they are much more difficult to use and require more preparation. So, before we do any activities, I want to mention some of the points to consider if you want to use a documentary in class.

The biggest problem is length. Most documentaries run thrity minutes to an hour long. This may even be too long for native speakers to pay attention because they present a lot of new information in a relatively short period of time. In a crime or mystery drama, for example, some parts are predictable, sometimes there is no speaking, and the video portion helps a lot with meaning. With a documentary, you have a lot of new information presented in rather formal, academic style, with a many technical terms.

Therefore, you may want to consider breaking up documentaries into a few parts and either using only one part or using each part as a different lesson. Most of the documentaries we see from the BBC or the American PBS tend to be clearly organized, so they are relatively easy to segment. With a shorter length (i.e., ten minutes), you could show the segment more than once for intensive listening, the first time to do an

activity, the second time to confirm or review.

Another consideration is topic. What would your students be interested in? I thought mine would be interested in traditional Chinese medicine and practiced today in the Mainland. I reasoned that most students in Taiwan would know something about the topic, making it easier for them to follow the topic in English. Furthermore, I thought they would feel comfortable with hearing many of the Chinese speaking in Chinese, as the BBC (fortunately for us language learners) uses English subtitles rather than dubbing or voice over. However, my students did not like this BBC documentary; their biggest complaint was the language, not the English, but the Chinese! They said they did not understand the Mandarin of the Mainlanders, so they were forced to read the English subtitles. The situation forced them to access another variety of Mandarin through English; we all learned something that day, but it wasn't what I had expected.

Because serious documentaries tend to be organized like academic lectures and to have a similar formal style, they have been used successfully in teaching university academic skills, particularly when combined with reading and writing (Koenig & Lindner, 1993). Such an approach requires intensive preparation on the part of the teacher; she should be as familiar with the word-by-word content of the video as she would be of a related reading. It is just as important to develop previewing, comprehension, and follow-up activities for a video as it is for a reading.

As my course was not so academically oriented, I decided to

try using some less serious material that might interest students. Fortunately, I happened to record two parts of the BBC series on and entitled Cats. One episode, called "The Aristocats", traces the history of cats in their journey through Europe and Asia. It is 28 minutes long.

Now let me ask you, [ASK AUDIENCE THESE QUESTIONS] Do you have a pet? What kind? How many of you have dogs? How many of you have cats? Do you like your cat? What do you like about your cat? What kind of cat is it? Do you know anything about that kind of cat and where it comes from?

Well, today we're going to see one part of a documentary on one aspect of the history of cats. The main locations of this story are Venice [WHERE'S THAT?], Turkey, Thailand, and Japan. We're going to meet many kinds of cats--the Angora, the Van cat, the Persian, the Siamese, the Korat.

Now take a look at the first page of your handout; it has ten questions. As you watch the documentary, try to see if you can find the answers to any of these questions. Now take a few minutes to look at the questions.

[GIVE OUT HANDOUT A AND LEAVE ONE MINUTE FOR AUDIENCE TO LOOK AT QUESTIONS]

[SHOW 5 MINUTE EXCERPT OF PROGRAM]

Now, can you answer any of the questions? Which ones? [LET AUDIENCE ANSWER THEM] Did you like that? I did, too, and so did my students. Perhaps it's because cats are so familiar that we don't feel threatened (unless we fear cats) by the topic the way we might if the topic were something too small to be seen, too

far away to be seen, or too abstract to be comprehended. But we all have experience with the physical presence of cats.

I show the whole documentary at one time; it does keep my students' interest for this longer extensive listening practice. Furthermore, although they do need to listen and watch, it's fairly easy to find the answers to the questions. I don't use it as a test; we discuss the answers together at the end, and most students get all the answers. A copy of the tape is then placed in the students' lab for them to watch again on their own time, and many do.

One way to ease students in moving from the shorter one to three minute news story to longer documentaries is to find something perhaps five to eight minutes long. STAR-TV's Earthfile, Healthfile, or Invention run about five minutes. I used one on the invention and history of the bra and both females and males liked it. Other information-filled material about that length can be found in those somewhat in-depth news programs such as the BBC's World News Week or some of the American programs such as ABC Primetime or 60 Minutes. (These often include short interviews; using interviews is discussed later in this paper.)

Using documentaries is not easy. The topic must be somewhat interesting to the students and not too technical and threatening. Furthermore, we need to consider length; generally speaking, shorter is better (Tomalin & Stempleski, 1990). Finally, the teacher must work harder to develop activities that keep the students' attention.

TRAVEL SHOWS

After a busy working day, after fighting the crowds of commuters to get home, isn't it nice to relax, turn on the TV, and be introduced to a holiday on a serene tropical island? Do you like to dream of vacations, and even plan vacations you'll probably never take? I do, especially when the cold rain and wind blows in January in Taiwan; that's when I like to plan a summer vacation in the sunny Mediterranean. Travel shows, in addition to giving us some useful information, have their main function in providing us with an escape from our daily lives, in offering us a beautiful dream.

Between the BBC World Service and STAR-plus, there are a number of good travel shows broadcast. One Australian production introduces us to places in Australia. Another focuses on holidays in Southeast Asia, yet another on North America, another on Europe. One of these, the BBC's The Travel Show, a part of which we will be using today (many of the activities are adapted from Prime, 1992), has one or two segments of each episode devoted to travel somewhere in the British Isles, and at least one segment introducing a foreign holiday destination. The place to which we are travelling today is the Black Sea resort of Golden Sands in Bulgaria.

Now, let me ask you, have any of you ever been to Bulgaria? Do you know where it is? In my class I write the name on the board in English and ask the class the Chinese name for the country. Some students always know and, after sharing their information, no student is left in confusion.

Before we begin our television journey today, let's find out

how much you already know about the country. Together with the person sitting next to you, discuss and list all the information you know about the country of Bulgaria.

[3 MINUTES FOR DISCUSSION, THEN ASK AUDIENCE THEIR ANSWERS]

Now, let me ask you another question. If you went there on vacation, what do you think you could do there?

[3 MINUTES FOR DISCUSSION, THEN ASK AUDIENCE THEIR ANSWERS]

Now, we are going to watch without commentary, without sound, a segment from The Travel Show about Golden Sands in Bulgaria. From the second page of your handout (handout B), you can see we have already done Part 1--the previewing; now we will do Part 2. Your task is to provide the narration to accompany the film. Watch and decide what you would say about each of the following things: the geography and scenery, the beaches and beach activities, the hotels and restaurants, transportation, excursions or day trips, entertainment and nightlife, and other activities.

You will first watch and take notes. Then you will discuss with your partner what you would say to accompany the scenes that you saw. Finally, I may ask one or more of you to read your narration to the rest of us. Now, first, just watch and take notes.

[WATCH VIDEO CLIP--8 MINUTES]

Now, with the person next to you, discuss your notes and try

to come up with a narration to accompany the video.

[PAIRS DISCUSSION--5 MINUTES]

Now, would anyone like to begin the narration? We can get contributions from different members of the audience.

[GET NARRATION FROM AUDIENCE--3 MINUTES]

Would you like to see it with sound? Of course, we will watch it again. You're probably wondering if your narration came close to the original, or maybe it was better! This time when you watch, try to note the various specific adjectives used to describe the geography, beaches, hotels, and so on. Are you ready?

[WATCH AGAIN WITH SOUND--8 MINUTES]

What adjectives did you hear? [SOLICIT ANSWERS--2 MINUTES] Unfortunately, we don't have the time here to look for the good points and bad points mentioned. Do you remember any? You may want students to watch it again for these other answers; it would probably we good for them to hear it more than once.

Often, of course, the way the segment is presented helps determine what kinds of questions or tasks you would prepare for the students. As you can probably also see, travel shows are full of new and interesting information. In addition, they provide opportunities for learning new vocabulary (e.g., parasailing, gypsies) and for performing a number of language activities--listening, speaking, writing, and you could even add a supplementary reading. So if you and your students need an

escape some day, take them travelling by video.

TALK SHOWS AND INTERVIEWS

Do you discuss controversial topics in your classes? Your answer may depend on where you teach and the age of your students. The good EFL teacher knows that almost any topic, controversial or tame, can be turned into an English lesson; there is no need to offend students or their parents with choice of topic. Nevertheless, if you have STAR-TV where you teach and your students watch it, then you may want to discuss topics your students will find presented in its programs.

In this time zone, on weekday afternoons we can watch talk shows, namely Donahue and Oprah Winfrey. While most of us are working then, we can set our VCRs to record while we're out so we ourselves can enjoy watching or listening later while we do our housework. You'll probably have to record every day for a week or two in order to get a program that you might possibly use with students. Some newspapers give the topic for the day, so you may have some idea of topics you don't want to record.

These programs often deal with family and marital problems. We would probably want to avoid topics that made us or our students uncomfortable or would normally be beyond the experience of our students, such as discussions on the sexual problems of married couples. Nevertheless, students really paid attention to an excerpt of a show where several widows and widowers over age 70 talked about their recent dating experiences; in this case, students could relate the topic to the behavior of their own

grandparents.

Sometimes there are topics that are of direct interest to students. One that was particularly relevant to university age students concerned the question of whether a male and a female could remain friends only without getting involved romantically. A listing of the pros and cons as they came up in the program led to a lively class discussion afterwards.

While in the talk show usually many people, including members of the audience, give their opinions, in the straight interview usually one famous person answers in detail questions asked by an experienced interviewer. We could say that the interview is more formal than the talk show.

If your students wanted to hear a native speaker of English interviewed, whom would they choose? Governor Chris Patten? Prime Minister John Major? President Bill Clinton? Lady Margaret Thatcher? David Frost did a series of one-hour interviews two years ago with famous people, and he still interviews political figures for a much briefer period of time (Approximately 10 minutes) an the BBC's Breakfast With Frost aired Sunday evenings at 10 p.m. here.

Perhaps a few politically-minded students might want to hear those interviews, but I'd wager the majority would rather hear Michael Jackson, Madonna, or some other pop music or movie star. Whatever our students' preferences, they are more likely to pay attention to and participate in a lesson that interests them.

I'm going to do something now with an interview I recorded on January 1, 1992, but which was actually done in May 1991, so it's a little old. The BBC's Terry Wogan is conducting the

interview. Can you guess who is being interviewed?

[SHOW ONE MINUTE BEGINNING OF PROGRAM]

Yes, someone familiar to all our students--the singer and movie star Madonna. The original interview is about 35 minutes long interspersed with clips of some of her videos. That's a good point because it gives students a break from just listening to the speaking in the interview and it adds interest.

When I first recorded this interview, I knew I had a potentially good activity, but I had to think quite a bit about how to use it. I watched it many times and noted that Madonna used a lot of American slang terms which my students probably would not understand. So I watched again and wrote them down. I subsequently decided to give the students this vocabulary list to look up as homework before we started the unit.

[SHOW THE WORD LIST C ON OVERHEAD PROJECTOR]

You can see why students might need help with these. We then began the next class with the language study portion--what do these terms mean? Most dictionaries do not contain these terms (e.g., glitterati, tinsel town), or the meaning Madonna is using (e.g., spitting blood meaning very expressively angry). I could include examples from the context of the interview as well as other examples, or explain keeping all those balls in the air by reminding them what a juggler does.

After going through these terms, I couldn't just show the video. I had to get the students interested in watching, to give

them a task, a purpose for watching (Allan, 1985; Lonergan, 1984). So I made up this handout and gave it to the students. As you can see, it contains 13 multiple choice questions based on information from the interview. Students were to discuss the questions with the students around them and try to guess the answers.

[GIVE HANDOUT D TO PARTICIPANTS]

As you can see, for most of the questions, you have to watch the interview in order to know how Madonna answers. Now, I'd like you to take 5 minutes to discuss these questions and decide on the answers with the person sitting next to you.

[5 MINUTES FOR PARTICIPANTS TO DO ACTIVITY]

Have you decided on all the answers? What do you think they are? Number 1, What is Madonna's natural hair color?

[GO THROUGH NUMBERS 1 - 13 SOLICITING AUDIENCE ANSWERS BUT NOT GIVING THE CORRECT ANSWER--ABOUT 3 MINUTES]

Well, we don't have time to watch the whole 35 minutes of the interview, but we can watch this five-minute excerpt. See if you can find any of the answers to these questions in the excerpt.

[SHOW 5 MINUTE EXCERPT]

Did you find any of the answers? Yes? Which ones? What were they? Okay. You see, if you set up these kinds of questions, even if you include bizarre options (after all, Madonna IS bizarre), students have some idea of what's coming,

what to look for (Cooper, Lavery, & Rinvolucri, 1991; Stempleski & Arcario, 1993). You have focused their attention on some of the points that will be discussed. Therefore, they will pay more attention in general while listening for the specific. Didn't you feel that way? Because you had specific information to look for, you paid more attention to all five minutes.

At one point in the interview, Mr. Wogan asks Madonna how she feels about people who think her behavior is offensive. Let me ask you, do you think her behavior is offensive? Or rather harmless? Let's hear some arguments to back up the proposition that Madonna's behavior (or music) is offensive.

[SOLICIT ARGUMENTS THAT SHE IS OFFENSIVE--1 MINUTE]

Now let's hear some arguments to back up the proposition that Madonna's behavior (or music) is relatively harmless.

[SOLICIT ARGUMENTS THAT SHE IS HARMLESS--1 MINUTE
ARTISTIC FREEDOM WILL MOST LIKELY BE MENTIONED]

(THIS ACTIVITY CONTINUES THROUGH THE MUSIC VIDEO SECTION BELOW)

MUSIC VIDEOS

Now, we are going to watch a music video without sound. While you watch, please jot down some of the impressions these images give you.

[WATCH "EXPRESS YOURSELF" SILENTLY, 4 MINUTES]

What words did you write down? [ASK FOR A FEW] Let me ask you again: Is Madonna's behavior offensive to you? Yes, I've

cheated a little because I chose an example that could easily be considered offensive. I deliberately showed only the visual images (Murphey, 1991) to make a point. Most of us hear music on the radio and either ignore it as background noise or like it and perhaps even sing along. She's not hard to listen to--she sings on key and her songs usually have a catchy rhythm or tune. When we watch the music video, we are attending to the words, the music, and the visual images all at the same time. We can't usually give our full attention to any one of the parts. Perhaps we don't usually pay too much attention to the visual images, but when we attend only to the visual, we may see another message.

Some of my students say they don't pay too much attention, but I ask them if their little brothers and sisters watch MTV. The station is coming into our homes and children are watching these images. I think it's appropriate to get university age students to think about the effects of this situation. Most of them have been in other classes where they discuss all sorts of social problems. It's up to them to decide what effects these images may have and to know why they believe as they do. My purpose is to make them aware.

Lest they think I'm an old fuddy-duddy, we then look at the same music video "Express Yourself" with sound. This time they have another task--they are given a partial text of the song and they have to fill in the rest (Louise, 1991).

[GIVE CLOZE HANDOUT E TO PARTICIPANTS]

Usually I give them the first half of a line and they have

to fill in the parts that rhyme. This is actually rather difficult and for a more advanced level class. For a lower level class, I give them more of the text. Remember that in songs, there are parts that are repeated and these are usually the parts they can fill in first. Would you like to try it? Let's do it together. First, we are going to listen to the whole song. Write down what you can the first time. You won't get everything the first time, so we'll listen to specific parts later. Are you ready?

[PLAY "EXPRESS YOURSELF", 4 MINUTES]

Have you got all the words? Now, ask the person next to you if s/he got some words that you didn't get. [2 MINUTES] Now let's see how many of the words we can fill in.

[PUT CLOZE ON OHP AND FILL IN WORDS AS PARTICIPANTS GIVE THEM]

Students also get the part that repeats first. With students, who are much less experienced than this audience of teachers here, we spend a lot of time listening line by line using pause or freeze frame to fill in the missing words. In order to save time, we won't do that now. I'll put up the full text now if you're curious.

[PUT FULL TEXT ON OHP TO SATISFY AUDIENCE CURIOSITY--30 SECONDS]

So now you've done a linguistic listening exercise. We've also seen that the text isn't particularly offensive. It seems to tell women to express their desires or opinions, a women's liberation theme perhaps. At this point we could get into a

discussion of whether there is a relationship between the images and the words, or we could pursue the women's liberation theme, or we could end the activity. The last activity of the class would be to show the video again from beginning to end for relaxed enjoyment.

Now you've seen how I found a way to follow up the interview with a music video. Why did I choose this music video? For the simple reason that after recording 10 hours of MTV, this was the only Madonna music video I got, so I found a way to use it. I had never cared for music video, I think because it came after my youth, but after seeing presentations by Tim Murphey and Janet Louise at the 1991 Japan Association of Language Teachers Annual Conference, I decided to try it.

What criteria should you use for selecting or rejecting a music video? There are several points to consider. If I find the words or images offensive or I think my students would, I'd reject it. Even "Express Yourself" is questionable and I only use it with upperclassmen toward the end of the course. I've also found that discussing whether it's offensive and why helps those who may be offended to accept my reasons for showing it. Each teacher has to decide what is acceptable in the society and for the age of the students.

When students try to figure out the words, show them how to depend on more than just their ears. The words should make semantic sense and they are often somewhat predictable from the context. In "Express Yourself" we have Long stem roses are the way to your heart _____. Students usually hear the next word but and that should indicate that a contrast is

coming. If they hear the last word as head (he needs to start with your head), the contrast of heart (feelings, emotion) and head (reason) should act as a confirmation of their answer.

This is also a good place to talk about the role of rhyme in English songs. In the next line we have Satin sheets are very romantic _____. Students should be able to hear that the last word of this line rhymes with the last word of the previous line (head) and bed (what happens when you're not in bed?) is the logical choice both from the general context of the theme and from the word sheets in the same line. The logical structure of both lines is the same, with the first half of the line giving a romantic image (long-stem roses, satin sheets) and the second half questioning that romantic image (he needs to start with your head, what happens when you're not in bed). So it is indeed possible to use a pop song to teach discourse structure.

CONCLUSION

For the music video activity above, I used the music video I found. That's often the case when you use authentic video--you use what you have. To find anything worth using, you record a lot you will never use. You first have to watch your TV and see what it has to offer. Run your TV while you do your household tasks--I find ironing more bearable that way. At least you can see which shows you don't want to use. Check the TV schedule in the newspaper. Record possibilities and then watch them more carefully when you have the time. Use programs you enjoy.

In short, you have to like watching TV, you have to get familiar with the offerings and record what you like or think you might use. You have to consider the level of your students and what might interest them and suit their level of English. It is, frankly, a lot of work. Not only must you choose the programs, but then you must think of and develop appropriate activities. Moreover, as with any lesson, sometimes the lesson you worked so hard to prepare just doesn't work.

Is all this work worth your time and effort? Definitely yes. For students who are used to memorizing grammar rules, it opens their eyes. Here is something practical, something real. You're taking a source of pleasure--TV--and turning it into a teaching tool. They are fascinated. Moreover, you're showing them how they can do it themselves. For the traditional Chinese student, that's almost revolutionary.

Consider the following statements. We now receive satellite TV. In the future we will receive more stations via satellite TV or cable TV. Many of these programs will be in English. Asian countries will continue to use English as a lingua franca, particularly in their business dealings outside Asia. East Asian economies will continue to expand. With these predictions, doesn't it make sense to show East Asian students how to exploit an entertainment medium already in their homes to further their own job prospects? Let's show our students how they can use their TV to enrich their lives and advance their careers.

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A

CATS

You will see a short documentary about one aspect of the history of cats. The main locations of this story are Venice, Turkey, Thailand, and Japan. See if you can find the answers to the following questions as you watch.

1. According to the documentary, where did cats originally come from?

2. How did cats get to various places in Europe and Asia?

3. Why were cats so prized in Venice?

4. What kinds of cats were the first domestic cats?

5. What is so special about the angora cat?

6. What are the three special characteristics of the Van cat?

7. What color is the Persian cat?

8. What are the special markings of the Siamese cat?

9. What kind of cat is a Korat? What do the people believe about it?

10. According to the fable, how did the Asian cat get its kinky tail?

B

GOLDEN SANDS, BULGARIA
(from The Travel Show, BBC World Service Television)

1). PRE-VIEWING
Have you ever been to Bulgaria? You can fly there directly from Taiwan, you know, every Sunday. Before our television journey today, let's find oput how much you already know about the country. With your partners, discuss and list all the information you know about the country of Bulgaria. If you went there on vacation, what do you think you could do there?

2). WATCHING WITHOUT SOUND
You are going to watch without commentary part of a travel show program on taking a vacation at the Black Sea resort of Golden Sands in Bulgaria. Your task is to provide a commentary (narration) to accompany the film. Watch and decide what you would say about each of the following things:

the geography and scenery
the beaches and beach activities
the hotels and restaurants
transport
excursions
entertainment and nightlife
other activities

A). First, watch the screen and take notes.
B). Second, discuss with your partner what you would say to accompany the scenes that you saw. You may want to write some of this down.
C). Finally, some of you will read your narration to the class.

3) WATCHING WITH SOUND
A). Listen to the commentator's narration and note some of the specific adjectives he uses to describe the points mentioned above.
B). Listen for the good points and bad points about a vacation at Golden Sands.

4). POST-VIEWING
Would you like to vist Bulgaria? Why? Why not? If you visited Golden Sands, what could you do? What would you do? Discuss this with your partner.

(Adapted from Bobbie Prime, 1992 IATEFL Conference presentation)

C

Some useful vocabulary for the Madonna interview

someone who'd really blow you away

Vogue (Magazine)	go with the flow
Cannes	tinsel town
glitterati	brunette
screw it	tempestuous
be anonymous/anonymity	spitting blood
run the gamut	he comes from the old school
censorious	risque
rant and rave	tongue in cheek
cut and dried	black and white
to lead from the front	to be upfront
yacht	unfathomable
facade	bravado
catholicism	a zillion
catalyst	benign
to have reservations	racy
corny	zen-like

keep all those balls in the air

be in the public eye	freckles

D

Try to answer the following questions with the help of your partner. If you don't know the answer, or even if you think you do, find the answer as you watch the video. Sometimes more than one answer may apply.

1. What is Madonna's natural hair color? blonde, brunette, black, red, grey?

2. What was Madonna doing in Cannes? enjoying a vacation, doing concerts, promoting a movie, visiting friends?

3. What does Madonna think frightens other people about her? all her money, her boldness and straightforwardness, her sexy clothing, her music?

4. What kind of people make Madonna nervous? men who want to make love to her, men who don't want to make love to her, women who would like to be like her, people who dislike her, people who can't be honest with her?

5. Does Madonna think she'd like to have children? Yes, no? If yes, how many?

6. Does Madonna fall in love easily? Yes, no?

7. Mr. Wogan asks Madonna if she thinks she frightens men. What do you think she will answer? Men shouldn't be afraid of me. If they are, they shouldn't come near me. It's women that I frighten, not men. What's there to be afraid of?

8. Where is Madonna from? England, the US, Ireland, Australia, somewhere else?

9. Are both her parents still alive? both alive, one died when she was young, one died recently, both are dead?

10. How many brothers and sisters does she have?

11. How does Madonna's father feel about her career? he loves it, he hates it, he doesn't care, he treats her the same as her other siblings

12. Does she believe in any religion? she has resented organized religion since childhood, she doesn't practice any religion, she doesn't believe in any religion, she believes in a personalized religion?

13. How does Madonna feel about the people who strongly dislike what she does? she laughs, she cries, she get's angry, she doesn't care.

Some people say that Madonna is offensive. How do you feel about her music, her (music) videos, her behavior, her stage name? Why?

E

Madonna, "Express Yourself"

Come on girls, do you believe in love?
Cause I got something to sing about it
and it goes something like this.

Don't go for second best baby, _____
You know you know you've got to make him express how he feels,
And baby _____

_____ or eighteen-carat gold
_____ you know they never last, no, no.
_____ to lift you to your higher ground
Make you feel like _____
Make him love you til you can't come down.

Don't go for second best baby...

Long stem roses are the way to your heart, _____
Satin sheets are very romantic, _____
You deserve the best in life so _____ then move on.
Second best _____ you'll do much better baby _____

Don't go for second best baby. . .

Express yourself,
You got to make him express himself, hey hey hey hey.
So if you want it right now, _____
Express what he's got baby _____

And when you're gone _____
Think about _____
Try to carry on, but he just won't get it
He'll be _____ to express himself
Express himself, hey hey.

_____ to lift you to your higher ground.
Make you feel _____
Make him love you til you can't come down.
And when you're gone _____
Think about _____
Got to carry on, but he just won't get it,
He'll be _____ so please
Don't go for second best baby . . .

Express yourself.
You've got to make him express himself, hey hey hey hey.
So if you want it right now, _____
Express what he's got baby _____
Express yourself, express himself, hey hey.
So if you want it right now, better _____
Express what he's got baby _____
Express yourself, respect yourself,
So if you want it right now, better _____
Express what he's got baby _____ Express yourself.